



Independence High School
Glendale Union High School District
6602 N. 75th Avenue, Glendale, AZ 85303-3504

ARIZONA
School Report Card
2001-02

Principal: Mr. Mark E. Farison
Schedule: 7:15 AM to 4:30 PM
Web Address: guhsd.k12.az.us/~independ
E-mail: dkkidwel@smpt.guhsd.k12.az.us/~

Grades: 9-12
2001 Enrollment: 1547
Phone: (623) 435-6100
Fax: (623) 435-6157

▼ School Overview ▼

Mission

Independence High School's mission is to empower all students for the choices and challenges of the 21st Century. The graduates will demonstrate the following exit outcomes: respect self, others and the environment; participate productively and responsibly in a rapidly changing society; communicate effectively; use cooperative and independent learning strategies; apply problem-solving processes, and set and meet high standards.

Organization and Philosophy

- w Comprehensive Community High School
- w High Expectations of Success for All
- w Commitment to Technological Learning
- w Priority for a Safe, Orderly Environment

Instructional Programs

- w Advanced Placement/Fine Arts Programs
- w School-to-Career Transition Experiences
- w NJROTC
- w Jump Start Program: Transition to H.S.
- w Excel Program: Skills for Success
- w Business/Community College Partnerships
- w Alternative Calendar with Intersessions
- w Technological Applications Courses

School/Academic Goals

- w **READING:** All students will demonstrate improved/increased comprehension with a variety of tests in diverse curricula.
- w **ACHIEVEMENT:** All students will demonstrate increased achievement on district, state and national assessments.
- w **RESILIENCY:** All students will improve their skills in making positive personal choices. This will be reflected in appropriate student conduct, as well as academic achievement.
- w **COMPUTER LITERACY:** All students will demonstrate the computer skills necessary to be successful in an ever-changing world.

Enrollment

| | |
|--|------|
| October 1, 2000 School Year Student Enrollment: | 1405 |
| Accepting New Students in 2001-02 Under Open Enrollment Law ¹ : | No |
| Number of Students Attending Under Open Enrollment in 2000-01: | 53 |

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

4 School Administrator(s)
 3 Non-certified Employee(s)
 13 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 5 Student(s)

Council Duties

w Enhance/Improve Student Achievement
 w Communication With Students/Staff/Parent
 w Planning Students'/School's Future Focus
 w Maintain High Grad Rate/Low Dropout Rate
 w Analyze School Effectiveness
 w Explore Educational Innovations

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

| Position | Number | Position | Number |
|--------------------------|--------|--------------|--------|
| Administrator | 4.00 | Teacher | 80.20 |
| Other Professional Staff | 7.00 | Teacher Aide | 14.00 |

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

| Experience | Degree | | | |
|------------------|------------|----------|-----------|-------|
| | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 27 | 2 | 0 | 2 |
| 4 to 6 years | 7 | 2 | 0 | 0 |
| 7 to 9 years | 8 | 2 | 0 | 0 |
| 10 or more years | 8 | 23 | 0 | 0 |

▽ Shared Responsibilities ▽

School

Our school creates and maintains a learning environment which is safe, orderly and productive. It is committed to quality instruction of a curriculum which exceeds state expectations, and all students are held to high expectations of success and accountability. Independence strives for continuous improvement and actively communicates with parents in order to establish goals, programs and practices which will result in academic and personal success for all students.

Parents

Parents must communicate the importance of their student's education with an environment in the home that is conducive to learning. It is essential that parents understand and support both school and classroom discipline and attendance guidelines. They must support their student in both academic and extracurricular endeavors by attending school activities. Parents must work collaboratively with the school on all matters related to their student.

▽ Transportation Policy ▽

Students within the district who reside more than 1 1/2 miles from school may ride the school buses. Students who are physically handicapped and live closer to the school may apply at the school principal's office for a permit to ride the bus (Policy #8321).

▽ Calendar Information ▽

| | | | |
|--|---------------|-----------------------------|---------|
| Number of Instruction Days: | 180 | First Day of School: | 7/16/01 |
| Average Daily Instruction Time: | 6 hrs. 0 min. | Last Day of School: | 5/31/02 |

Operates on Year-round Schedule

Report Card Release Dates

| | | | |
|---------|----------|--------|---------|
| 9/21/01 | 12/21/01 | 3/8/02 | 5/31/02 |
|---------|----------|--------|---------|

Additional Calendar/Report Card Information

In addition to report cards being provided every nine weeks, parents are also given written information regarding student progress via progress reports; monthly communication from counselors; teacher communication focusing on student effort, achievement and behavior; and publication of student honors and awards in the quarterly parent newsletter. Phone calls are also made by teachers and counselors personally and by means of an automated calling system as well.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - No Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

| | |
|--|--|
| W 8 Computer Labs, Business Laser Disc Lab | W Computer-assisted Drafting/Introtech Lab |
| W Multimedia Center | W Performing Arts Center/2 Gyms/Mini-aud. |

Extracurricular Activities

| | |
|---|----------------------------------|
| W Service Clubs (i.e., Key Club/SADD) | W National Honor Society |
| W Renaissance Student Recognition Program | W Theatre/Fine Arts Programs |
| W Academic Decathlon | W Pride Town (Unitown) |
| W Special Olympics | W AIA Affiliated Sports Programs |

School/Community Resources

| | |
|---|---------------------------------------|
| W Immunization Clinics | W Counseling Services/Social Worker |
| W Emergency Response Program | W Low-cost Health Exams for Athletes |
| W Adult ESL Classes | W Student Support Groups/Psychologist |
| W Business/Community College Partnerships | W Recreational Activities |

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|---|
| <p>W In 1999, Independence High School was the only secondary school in the state of Arizona to receive A+ recognition by the Arizona Educational Foundation.</p> | <p>W Graduating seniors in the Class of 2001 were awarded \$2,199,448.00 in scholarships and financial aid.</p> |
| <p>W Our Pride Town Program provided 77 students an intense training in building human relations, self-esteem and leadership skills. In turn, these students provided training to other students during the year.</p> | <p>W Over 144 incoming freshmen participated in our school's summer Pre-algebra Program. This program is offered free of charge to students and provides them with a solid foundation in algebra.</p> |

Student Information: 2000-01 Student Activity Rates

| | School | Arizona | | |
|--|--------|---------|--------|--------|
| | | K-6 | 7-8 | 9-12 |
| Attendance Rate | 95.7 % | 94.8 % | 93.5 % | 94.2 % |
| Transfers Out ³ | 18.7 % | 16.2 % | 16.0 % | 20.6 % |
| Transfers In ⁴ : Within District | 1.8 % | 3.4 % | 2.8 % | 3.0 % |
| Transfers In ⁴ : Out-of-District | 4.9 % | 6.3 % | 5.9 % | 7.9 % |
| Promotion Rate ⁵ | 98.5 % | 98.7 % | 98.1 % | 94.2 % |
| Retention Rate ⁶ | 1.3 % | 1.3 % | 1.9 % | 5.4 % |
| Dropout Rate ⁷ | 4.7 % | | | 11.1 % |
| Status Unknown ⁸ | 0.3 % | | | 6.7 % |

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

| Award/Honor | Year |
|---|------|
| A+ State Secondary School Recognition | 1999 |
| Two Robert C. Byrd Scholars Named | 2001 |
| \$80,000.00 USMC ROTC Scholar Named | 2001 |
| Excellent Ratings for Band and Vocal Ensemble | 2001 |

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

| Grade 10 (Class of 2003) ² | | Number Tested ³ | MS | FFB | A | M | E | C |
|---------------------------------------|--------|----------------------------|-----|-----|-----|-----|-----|-----|
| Reading | School | 297 | 510 | 10% | 27% | 51% | 10% | NA |
| | State | 49321 | 519 | 10% | 22% | 53% | 15% | NA |
| Writing | School | 315 | 476 | 13% | 61% | 25% | 1% | 79% |
| | State | 51109 | 480 | 16% | 49% | 34% | 1% | 68% |
| Mathematics | School | 291 | 479 | 51% | 26% | 20% | 4% | NA |
| | State | 47215 | 479 | 50% | 19% | 21% | 10% | NA |

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

³**Items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

| | | 1996-1997 | | | 1997-1998 | | | 1998-1999 | | | 1999-2000 | | | 2000-2001 | | |
|-------|--------------|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|
| Grade | Content Area | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ | % | Score | AZ |
| 9 | Reading | 81 | 38 | 43 | 88 | 42 | 44 | 93 | 44 | 43 | 94 | 38 | 43 | 90 | 34 | 43 |
| | Language | 85 | 38 | 37 | 90 | 37 | 39 | 97 | 38 | 39 | 94 | 35 | 40 | 89 | 32 | 41 |
| | Mathematics | 84 | 54 | 54 | 89 | 55 | 57 | 97 | 57 | 57 | 94 | 54 | 59 | 94 | 51 | 61 |
| 10 | Reading | 78 | 41 | 42 | 82 | 40 | 42 | 94 | 41 | 42 | 87 | 43 | 42 | -- | -- | -- |
| | Language | 78 | 48 | 43 | 82 | 40 | 43 | 96 | 41 | 44 | 90 | 44 | 44 | -- | -- | -- |
| | Mathematics | 78 | 50 | 46 | 82 | 46 | 47 | 96 | 46 | 49 | 90 | 47 | 50 | -- | -- | -- |
| 11 | Reading | 76 | 42 | 46 | 76 | 47 | 46 | 86 | 39 | 44 | 88 | 39 | 45 | -- | -- | -- |
| | Language | 78 | 45 | 42 | 74 | 45 | 43 | 88 | 40 | 42 | 86 | 42 | 44 | -- | -- | -- |
| | Mathematics | 78 | 55 | 49 | 74 | 58 | 51 | 88 | 51 | 52 | 86 | 46 | 55 | -- | -- | -- |

▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Independence High School works to promote a safe and orderly climate by maintaining high visibility of school administration and staff; carefully monitored access to the campus; identification badges worn by all students and employees; high expectations for students in their appearance and behavior; student accountability; a strong, diverse network of support and resources for students and a clearly defined Emergency Response Plan that provides for appropriate action in the event of an emergency.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

| Expenditure Category | *Per Pupil Expenditures by Category | School Expenditures by Category |
|--|--|--|
| Classroom Instruction | \$2,308 | \$3,003,225 |
| Classroom Supplies | \$43 | \$56,422 |
| Administration | \$386 | \$502,569 |
| Support Services-Students | \$391 | \$508,603 |
| Other Support Services and Operations | \$1,365 | \$1,776,435 |
| Total Expenditures- All Categories 1999-2000 | \$4,493 | \$5,847,255 |

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$686,599.03 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

| | Name | Phone | Extension |
|----------------------------------|---------------------|----------------|------------------|
| School Site Council | Phyllis Gendreau | (623) 435-6100 | |
| Transportation Policy | Pam Miller | (623) 435-6084 | |
| Community Resources | Mary Ellen Naughton | (623) 435-6170 | |
| School Nutrition Programs | Cathy Getz | (623) 435-6016 | |
| Parent Organization | Mary Ann Soper | (623) 435-6100 | |
| Student Health/Nurse | Linda Keeler | (623) 435-6103 | |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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